



GCSE

HISTORY

8145/1B/D

Paper 1B/D: Conflict and tension in Asia, 1950–1975

Mark scheme

Specimen Material

Version E1

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Step 3 Spelling, punctuation and grammar (SPaG)

Spelling, punctuation and grammar will be assessed in question 04.

	Performance descriptor	Marks awarded
High performance	<ul style="list-style-type: none">• Learners spell and punctuate with consistent accuracy• Learners use rules of grammar with effective control of meaning overall• Learners use a wide range of specialist terms as appropriate	4 marks
Intermediate performance	<ul style="list-style-type: none">• Learners spell and punctuate with considerable accuracy• Learners use rules of grammar with general control of meaning overall• Learners use a good range of specialist terms as appropriate	2–3 marks
Threshold performance	<ul style="list-style-type: none">• Learners spell and punctuate with reasonable accuracy• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall• Learners use a limited range of specialist terms as appropriate	1 mark
No marks awarded	<ul style="list-style-type: none">• The learner writes nothing• The learner's response does not relate to the question• The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning	0 marks

Question 04 is an extended response question. They give students the opportunity to demonstrate their ability to construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured.

0	1
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Source A supports China. How do you know?

Explain your answer using **Source A** and your contextual knowledge.

[4 marks]

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

Target

Analyse individual interpretations (AO4a)
Analyse how interpretations of a key feature of a period differ (AO4b)

Level 2: Developed analysis of source based on content and/or provenance 3–4

Students may progress from a simple analysis of the source with extended reasoning supported by factual knowledge and understanding related to the features of the source.

For example, the artist’s depiction of China stopping the ignition of a bomb by US implying their intent to protect (contrasted with the US attempt to destroy); caption presents Chinese favourably as supporting their neighbours; the date of the poster may be linked to Chinese intervention to stop MacArthur’s advance.

Level 1: Simple analysis of source based on content and/or provenance 1–2

Students identify relevant features in the source and support them with simple factual knowledge and understanding.

For example, the Chinese volunteers have been made to appear to be strong; it was produced by the Chinese to praise their actions.

Students either submit no evidence or fail to address the question 0

0 2

How useful are **Sources B** and **C** to an historian studying opinions in the United States about the Vietnam War?

Explain your answer using **Sources B** and **C** and your contextual knowledge.

[4 marks]

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

Target **Analyse sources contemporary to the period (AO3a)**
Evaluate sources and make substantiated judgements (AO3b)

In analysing and evaluating sources, students will draw on their contextual knowledge to question critically the content and provenance of sources (for example, the context of the time in which source was created, place, author's situation, knowledge, beliefs, circumstances, access to information, purpose and audience).

Level 4: **Complex evaluation of both sources with sustained judgement based on content and provenance** **10–12**

Students may progress from a developed evaluation of the sources by complex reasoning related to utility on the basis of content and provenance. They may evaluate the relationship between the sources based on analysis of provenance and contextual knowledge.

For example, taken together the sources are useful because they reflect the spectrum of different perspectives towards the Vietnam War, at different stages and from different vantage points (a newspaper and the President) but also recognise their limitations arising from their respective provenance. In assessing utility, through directly addressing the concerns of the American people, Nixon's speech may be seen as offering added value.

Level 3: **Developed evaluation of sources based on the content and/or provenance** **7–9**

Students may progress from a simple evaluation of the sources with extended reasoning related to utility on the basis of content and/or provenance.

For example, They may focus on the specific aspects of the sources individually and explain how they might reflect (different) contemporary American opinions. The destructive impact of Vietnam on successive administrations is highlighted satirically by the newspaper (Source B), whereas the ideals for which America has ostensibly fought are stressed by Nixon in a public speech (Source C).

Level 2: Simple evaluation of source(s) based on content and/or provenance 4–6

Students may progress from a basic analysis of the source(s) to simple evaluation of the content and/or provenance.

For example, the cartoon is useful because it shows that the press were depicting the war as destructive.

Nixon's speech may be used by historians to show how he presented Vietnam to the American people as a just war.

Level 1: Basic analysis of sources(s) 1–3

Answers may show understanding/support for one or both sources, but the case is made by assertion/basic inference.

Students identify basic features which are valid about the sources and related to the enquiry point, for example, the war was about achieving peace with honour; the war was destructive as shown in the cartoon.

Students either submit no evidence or fail to address the question 0

0	3
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Write an account of how events in Korea became an international crisis in 1950.

[8 marks]

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

Target **Explain and analyse historical events and periods studied using second-order concepts (AO2:4)**
Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1:4)

Level 4: **Answer is presented in a coherent narrative/account that demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question** **7–8**

Extends Level 3.

Students may progress from a developed narrative of causation/consequence with complex sequencing and reasoning supported by a range of accurate and detailed factual knowledge and understanding which might be related, for example, to an analysis of how/why tension increased at different stages and /or showing understanding about how much each part of the sequence increased tension and led to a crisis.

For example, analysis of different consequences of Communist North Korea's attack which was seen as a blatant act of aggression. This escalated as the UN committed itself to the use of force. As a result, the Soviet Union was angry with this decision because it was temporarily absent from the UN at the time. UN troops liberated the South and, despite Mao's warnings, the UN forces led by a US Commander instigated a campaign of conquest into the Communist North. As UN and US troops approached the border with China, this was seen as dangerously provocative – hence Chinese military intervention and direct fighting with US forces.

Level 3: **Developed analysis of causation/consequence**
Answer is presented in a structured and well-ordered narrative/account that demonstrates a range of accurate knowledge and understanding that is relevant to the question **5–6**

Extends Level 2.

Students may progress from a simple narrative of causation/consequence with developed sequencing and reasoning supported by a range of accurate factual knowledge and understanding which might be related, for example to an analysis of how/why tension increased at one stage in the process.

For example, one consequence was that the escalation of tension was clear when the UN forces, having dealt with the invasion, went further and advanced into Communist North Korea. This was a significant crisis as UN forces, which included US soldiers and led by a US Commander, approached the border with China, provoking Chinese intervention and direct fighting between the USA and Chinese at Unsan.

Level 2: Simple analysis of causation/consequence **3–4**
Answer is presented in a structured account that demonstrates specific knowledge and understanding that is relevant to the question

Students may progress from a basic narrative of causation/consequence by showing a simple understanding of sequencing, supporting it with factual knowledge and understanding.

For example, the UN campaign and advance into North Korea directly led to the dangerous intervention of Chinese troops with Soviet supplies against UN troops.

Level 1: Basic analysis of causation/consequence **1–2**
Answer is presented as general statements which demonstrates basic knowledge and understanding that is relevant to the question

Students identify cause(s)/consequence(s) about the events such as the North Koreans attacked the South so the UN decided to take action.

Students either submit no evidence or fail to address the question **0**

Question 04 requires students to produce an extended response. Students should demonstrate their ability to construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured.

0	4
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‘The main reason for the military success of the Vietcong was the support of the Vietnamese people.’

How far do you agree with this statement?

Explain your answer.

[16 marks]
[SPaG 4 marks]

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

Target **Explain and analyse historical events and periods studied using second-order concepts (AO2:8)**
Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1:8)

Level 4: **Complex explanation of stated factor and other factor(s) leading to a sustained judgement** **13–16**
Answer demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question

Answer demonstrates a complex, sustained line of reasoning which has a sharply-focused coherence and logical structure that is fully substantiated, with well-judged relevance.

Extends Level 3.

Students may progress from a developed explanation of causation by complex explanation of the relationship between causes supported by detailed factual knowledge and understanding to form a sustained judgement.

This might be related, for example, the way reasons interacted such as the idea that American high-tech tactics, eg napalm, carpet bombing, Agent Orange et cetera were often inappropriate to the environment in Vietnam where their opponents’ low-tech solutions were more effective. Also the Vietcong were prepared to accept losses that would have been unacceptable to their American enemy. But then the Vietnam War was ultimately a battle for hearts and minds and the Vietcong were better at winning the support of the Vietnamese people.

Level 3: Developed explanation of the stated factor and other factor(s) 9–12
Answer demonstrates a range of accurate knowledge and understanding that is relevant to the question

Answer demonstrates a developed, sustained line of reasoning which has coherence and logical structure; it is well substantiated, and with sustained, explicit relevance.

Extends Level 2.

Answer may suggest that one reason has greater merit.

Students may progress from a simple explanation of causation with developed reasoning supported by factual knowledge and understanding. For example, students may explain that the Vietcong enjoyed military success because of their ideology as Communists and more determined than the Americans who were often from an urban environment and could not relate to the guerrilla fighting in the jungle. They were seen as liberators by the South Vietnamese people who helped them. The Vietcong were disciplined and they respected the peasants and helped them with farming and education; this contrasted with the South Vietnamese government as the Vietcong were on their side against the landlords and the corrupt Diem government.

Students may additionally argue that the Americans could not defeat the Vietcong because the environment was perfect for guerrilla warfare. The Americans suffered heavy losses and could not locate their enemy due to their tunnels and merging with the peasantry.

Level 2: Simple explanation of stated factor or other factor(s) 5–8
Answer demonstrates specific knowledge and understanding that is relevant to the question

Answer demonstrates a simple, sustained line of reasoning which is coherent, structured, substantiated and explicitly relevant.

Answers arguing a preference for one judgement but with only basic explanation of another view will be marked at this level.

Students may progress from a basic explanation of causation by simple reasoning and supporting it with factual knowledge and understanding.

For example, explaining that the Vietcong were seen as liberators because of such reasons as they respected the people and helped the villagers with farming and education so the people hid their weapons and gave the Vietcong valuable information about the Americans.

Level 1: Basic explanation of one or more factors **1–4**
Answer demonstrates basic knowledge and understanding that is relevant to the question

Answer demonstrates a basic line of reasoning, which is coherent, structured with some substantiation; the relevance might be implicit.

Students recognise and provide a basic explanation of one or more factors.

Students may offer a basic explanation of the stated factor, such as, the Vietcong gained more support because they helped Vietnamese peasants.

Students may offer basic explanations of other factor(s) eg the Vietcong's use of guerrilla tactics meant they couldn't be found or defeated easily.

Students either submit no evidence or fail to address the question **0**

Spelling, punctuation and grammar

Performance descriptor	Marks awarded
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Intermediate performance <ul style="list-style-type: none"> • Learners spell and punctuate with considerable accuracy • Learners use rules of grammar with general control of meaning overall • Learners use a good range of specialist terms as appropriate 	2–3 marks
Threshold performance <ul style="list-style-type: none"> • Learners spell and punctuate with reasonable accuracy • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall • Learners use a limited range of specialist terms as appropriate 	1 mark
No marks awarded <ul style="list-style-type: none"> • The learner writes nothing • The learner's response does not relate to the question • The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning 	0 marks